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CHAPTER I

INTRODUCTION

I.1. Background of the Study

English is a foreign language in Indonesia that must be learned either as Teaching English as a Foreign Language (TEFL) because it is an important language for communication of international relationship. In Indonesia, English gives some very meaningful contributions of the development, especially in tourism, business, science and technology. Because of that, our government has determined English to be taught in all levels of education in our country starting from elementary school to university. In fact, more learners get problems in learning English. In Indonesia, for example, Suwarsih (2002:142) states that senior high school graduates who have learned English for six years, with almost 900 hours of school teaching, are unable to use English for communicative purposes. This phenomenon can also be observed among university graduates and even among faculty members. The teaching of English has so far not helped teachers and students achieve their declared goals despite many efforts made to improve its quality

There are four language skills that should be mastered every student that is listening, speaking, reading, and writing. Reading and writing have been recognized that specific ability which helps writers to get the information and put their thought into words in a meaningful form and to mentally interact with the

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- message. Hannel(2008:26) states that reading can enhance their lives and be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written after reading material but also they should be able to capture the information or message in the reading material itself. Then, Andrew Pollard (2008:14) states that reading is the practice of using text to create meaning. So, before the students get the meaning or message from the text, they must understand or comprehend the text material. Nail Anderson (2003:68) conveys that the goal of reading is comprehension. Vicki (2010:14) also states that comprehension is grasping or understanding the meaning of informational materials. Furthermore, KlingerVoughn and Boardman (2007:12) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. So, it is clear that reading is essential and cannot be separated with comprehension because knowing how to read the text has little value if the students are not able to know the meaning of the text

Ling, (2012: 147) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. It can be recognized that reading is an interaction and a thinking process of transferring printed letters into meaning in communicating of message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should

pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the text. In the process reading, as a reader we have to know what the intention of writer about their writing.

Alice Oshima and Ann Hogue (1999:3) state that writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to express their thought, feelings, and judgments about what they have read, seen or experienced. In addition, they claim that in particularly academic writing is not easy. It takes study and practice to develop this skill. Therefore, the students must consider that writing is a habit in their daily life. Writing is one of communication modes that enable people to communicate with other people without limitation of time or distance. Through writing, one can communicate with other people within distant areas. However, it is less frequently used than speech as human's daily activities force them to speak more than write.

Writing is also a complex process because the learners do not just put words together without rules of grammar, language, but also should pay attention to other rules in order to be a good text (Lewit, 1990: 17-23). A good text is a text that is easily understood by the reader and its contents consists of paragraphs qualified and effective. Effective paragraphs and quality must meet certain conditions, and one of them is lack of coherence or cohesion between sentences that compose the paragraph. The coherence of a text is very important because without koherensif, readers will have difficulties in understanding the text.

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Besides text is less coherent make the reader feel frustrated that stop reading activities.

Writing is generally recognized as a difficult task for language learners, especially foreign language learners. They have difficulties in translating their native language to target language, in producing ideas, and organizing them systematically (cohesion). Maintaining the cohesion in their writing is the main problem faced by the students when they are asked to write. In fact, cohesion is extremely needed when writing something. Harmer (1991) described that there are many reasons for getting students to write, both in and outside class. One of them is writing which gives the students more 'thinking time' then they get when they attempt spontaneously that allows them more opportunity for language processing.

Teaching writing can be difficult for some teachers and also for the students, writing is difficult. Harmer (2004:41) asserts when helping students to become better writers, the teachers have a number of crucial tasks to perform. It means teachers have hard work and an important role in teaching writing. They have to motivate or influence their students to be a good writer. Writing is not a product, but is process. It means that we have to try to write everytime. At the English Department in University, writing subjects have some levels, for example, writing, scientific writing, and essay writing. It means that writing is a process. It needs long time to be a good writer. At the university, writing is important, because the students can graduate from their college, if they can write their thesis.

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Based on the preliminary study, conducted on 9th May 2016, the researcher's observation and also interview the lecturers, there were many problems found from the third semester students' at Education and Teacher Training Faculty of Islamic University of Riau in reading and writing. Students had difficulties in reading the text and also writing a paragraph. In reading, they got difficulties in identifying a main idea in the text, they failed to comprehend the text, they got difficulties to determine the reference in the text, they got difficulties to make inference of the text given. In writing, they could not express their ideas and write down a paragraph well, they had lack of vocabularies, they had lack of grammatical, they had lack of punctuation, they had lack of transition signal, they had lack of cohesion of writing, and they had lack of coherence of writing. These problems were the students always got low scores in writing because they could not write a paragraph run smoothly.

English students at Education and Teacher Training Faculty, the students must be able to comprehend and write the text of recount, narrative, procedure, recount, exposition, and argumentation. Furthermore, in the syllabus mentioned precisely in the Reading and Writing Competencies Standards, the students must be skilled in getting and expressing the meaning of short simple functional text essay written to interact with the immediate environment. Thoroughly, it described in the basic competencies that students should know and express the meaning and rhetorical steps in a short simple essay by using a variety of written language accurately, fluently and thankful to interact with the immediate environment in the form of argumentation text.

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At Education and Teacher Training Faculty of Islamic University of Riau of the third semester, based on the direct observation in teaching and learning process, the teacher has observed that the students' reading comprehension and writing ability still needed a lot of improvement. They were difficult to get point from the text and connected every sentence to be cohesion and coherence.

Realizing the problems above, the teachers have to use a technique that helps the students to solve the problems. The teacher has to choose and apply the technique which is appropriate for the students of the third semester of Education and Teacher Training Faculty of Islamic University of Riau, so it helps the students to get the point from the text and also write paragraph well.

One of the ways that can be used to give correction or feedback to the students' reading comprehension and writing ability is thematic progression instruction. The pattern of development of this theme was introduced by Martin (2000: 140). This pattern teaches how the theme of a sentence captured or repeated in the next sentence or a phrase used rheme the theme of the next sentence of a paragraph that coherence is maintained.

In another word, Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion (Emilia, 2005).

Therefore, based on the explanation and the problems experienced by the students above, it is necessary to conduct a research entitled:

THE EFFECT OF USING THEMATIC PROGRESSION INSTRUCTION ON THE STUDENTS' READING COMPREHENSION AND WRITING ABILITY AT FKIP OF ISLAMIC UNIVERSITY OF RIAU.

1.2. Statement of the Problem

Reading is an important skill and should be mastered by the students in learning English. By reading, the students can get information and knowledge. They can use reading to learn and to get information and also for pleasure. In short, reading helps the students to develop their knowledge and writing is one of the predominant language skills that should be mastered by the students. It is involved in almost of students' daily activity. Based on the observations carried out at Third Semester' students of English Department of Islamic University of Riau, some problems were found. In reading, firstly, the students got difficulties in identifying a main idea in the text. Secondly, the students failed to comprehend the text. Thirdly, the students got difficulties to determine the reference and inference of the text. In writing, firstly, the students could not express their ideas and write down a paragraph well. Secondly, the students had lack of vocabularies. Thirdly, the students had lack of grammatical usage. Fourthly, the students had lack of punctuation. Fifthly, the students had lack of transition signal. Sixthly, the students had lack of cohesion of writing. Seventhly, the students had lack of coherence of writing.

Due to those phenomenas employed by the learners at Education And Teacher Training Faculty Of Islamic University Of Riau. Some questions are

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needed to be addressed. Why do the students get difficulties in identifying a main idea in the text? Why do the students fail to comprehend the text? What make the student get difficulties to determine the reference in the text? Why do the students get difficulties to make inference of the text? Why do the students get difficulties to comprehend cohesion in the text? Why do the students get difficulties to comprehend coherence in the text? What make the learners get difficulties to express ideas in writing? How do the learners have rich vocabularies in writing? How do the learners use a correct grammatical usage in writing? How do the learners use a correct punctuation in writing? How do the learners use transition signals in writing? How do the learners write a good cohesion in writing? How do the learners write a good coherence in writing? How should the teachers teach the technique in writing? How do the teachers apply the appropriate technique and meaningful activities to the students? How do the students overcome the problems dealing with reading and writing? And how is the technique employed in learning reading and writing? Is Thematic Progression Instruction able to cope with the students' problems in reading comprehension and writing ability?

Many factors influence the students to gain the instructional objectives in reading comprehension and writing ability, such as exhibit low in reading comprehension and writing ability. To improve the students' reading comprehension and writing ability need the appropriate teaching techniques. It can help the teachers to achieve the objectives of learning in reading and writing, so that they can help their students to get the point form the text and write paragraph well. Beside, the teacher and students do generate conducive

classroom environment and improve the students' reading comprehension and writing ability. Hence, the teacher needs an appropriate technique which emphasizes the role of teacher as instructor and facilitator to engage the students to motivate in the teaching and learning process.

The problems identified in this study are the students have not been aware of the importance of reading and writing, don not understand how to get point from the text easily and write a good paragraph (a good cohesion). So they are lazy to read and write, and do not get a suitable technique in learning reading and writing.

Emilia (2005) also says that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. So, it is clear that the use of thematic progression in teaching reading and writing give many benefits for students to read and write better. Using thematic progression in teaching writing encourages the students read and write well because the technique teaches how the theme of a sentence captured or repeated in the next sentence, so the students' reading and writing are better. Then, they can enjoy in their learning process. Martin (2000: 140) says that pattern teaches how the theme of a sentence captured or repeated in the next sentence or a phrase used rheme the theme of the next sentence of a paragraph that coherence is maintained. Then, it will make the students read and write easier.

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1.3. Limitation of the Problem

In this research, due to the problems that occurred in teaching reading writing at English Department. It is necessary to limit the problems. This research focuses on finding out the effect of thematic progression instruction on students' reading comprehension and writing ability, especially reading and writing argumentative essay. The participants of this research are the third semester academic year 2016/2017 at English Department of Islamic University of Riau.

1.4. Purpose and The Objectives of the Study

1.4.1 The Purpose of the Study

The purpose of this study is to investigate the effect of using Thematic Progression Instruction on students' reading comprehension and writing ability at English Department of Islamic University of Riau.

1.4.2. The Objectives of the Study

- a. To find out the difference on students' reading comprehension before being given a treatment between experimental and control groups
- b. To find out the difference on students' reading comprehension before and after being given a treatment on an experimental group
- c. To find out the difference on students' reading comprehension before and after being given a treatment on a control group
- d. To find out the difference on students' reading comprehension after being given a treatment between experimental and control groups.
- e. To find out the difference on students' writing ability before being given a treatment between experimental and control groups.

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- f. To find out the difference on students' writing ability before and after being given a treatment on an experimental group.
- g. To find out the difference on students' writing ability before and after being given a treatment on a control group.
- h. To find out the difference on students' writing ability after being given a treatment between experimental and control groups.

1.5. Research Questions

In this research, the research questions are formed based on the problems stated after considering the limitation of the problems. Furthermore, the research questions should be feasibly and fairly answered (for example, some research questions might require interviewing, which is costly in time both to administer and transcribe, or expensive commercially produced data collection instruments (e.g tests) and costly computer services, which may include purchasing software) (Cohen, Manion, and Marrison, 2007: 80). Thus, after considering all components in this research through limitation of problems, eight research questions are formulated, as follows:

- a. Is there any significant difference on students' reading comprehension before being given a treatment between experimental and control groups?
- b. Is there any significant difference on students' reading comprehension before and after being given a treatment on an experimental group?

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- c. Is there any significant difference between students' reading comprehension before and after being given a treatment on a control group?
- d. Is there any significant difference on students' reading comprehension after being given a treatment between experimental and control groups?
- e. Is there any significant difference on students' writing ability before being given a treatment between experimental and control groups?
- f. Is there any significant difference on students' writing ability before and after being given a treatment on an experimental group?
- g. Is there any significant difference on students' writing ability before and after being given a treatment on a control group?
- h. Is there any significant difference on students' writing ability after being given a treatment between experimental and control groups?

1.6. Significance of the Study

This study is apparently one of the attempts to find out the effect of using Thematic Progression Instruction on students' reading comprehension and writing ability. Therefore, this study may provide a useful launching for the teachers. First, to add the teachers' knowledge about teaching reading and writing strategy, to motivate the teacher more confidence in teaching reading and writing and To motivate the teacher for applying a strategy in teaching reading and writing.

This study would therefore, try to provide some feedbacks concern on the effect of using Thematic Progression Instruction on students' reading

comprehension and writing ability. Furthermore, it gives meaningful learning experience to the students because Thematic Progression Instruction gives contribution to the students' reading comprehension and writing ability. Hopefully by those strategies, the students can be more motivated and interested in learning English.

1.7. Rational of the Study

The researcher believes that there is a general dissatisfaction among school teachers regarding the low of reading comprehension and writing ability of second semester' students at English Department of Islamic University of Riau. Meanwhile, reading comprehension is very important to enhance the students' capability to achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's effort in learning a target language and writing is one of the most important language academic field. It is also one of the most complex skills in developing language frequency because in writing people not only activate their language competence in connecting some words into paragraph. The goals of teaching writing should be aimed furthering students' writing ability. In order to improve the students' writing ability in recount text, Transition-action-Details writing strategy will be applied.

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Emilia (2005) also says that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. So, it is clear that the use of thematic progression in teaching reading and writing give many benefits for students to read and write better.

Israel (2008:2122) states that reading comprehension is a complex cognitive process. It is a complex process that is difficult to define, much less teach and assess. Tankersley (2005:108) also argues that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience. In short, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. Therefore, we have to be able to make the readers understand what we want to inform. To create understanding the readers is nor easy. In doing this writer has made the guesses about what the reader will be able to understand, and even about what the reader want to read. If the writer gets this wrong, the readers may give up the book or article in disgust before getting far.

1.8. The Definition of Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

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1. Emilia (2005) defines **Thematic Progression** contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. So, it is clear that the use of thematic progression in teaching writing give many benefits for students to write better. Ventola and Mauranen (1991: 469) also made a similar point with the statement that "thematic progression is important for the readability and clarity of a text.
2. **Argumentative Essay**, an essay that try to convince the reader of something. It is state some reasons for believing something and try to get the reader to agree. To say something is a successful argument in this sense means that it gives a good reason, or several reasons, to support or criticize a claim." (D. N. Walton, 2016).
3. **Reading comprehension** is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan, 2003:68) Reading comprehension requires an interaction between the text and the reader's knowledge.
4. **Writing**. David Nunan (2003:1988) states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.